DOCUMENT RESUME

ED 329 673 CE 057 056

AUTHOR Walker, Sylvia, Ed.; Asbury, Charles A., Ed.
TITLE Partnerships and Linkages for Success. Enhancing the Employment Potential of Persons with Disabilities. Report of the Los Angeles Regional Conference (September 25-27, 1989).
INSTITUTION American Association for the Advancement of Science, Washington, D.C.; California Governor's Office, Sacramento.; Howard Univ., Washington, D.C.; National Aeronautics and Space Administration, Washington, D.C.; President's Committee on Employment of People with Disabilities, Washington, DC.
PUB DATE 90
NOTE 76p.; Photographs will not reproduce well.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Attitude Change; Community Resources; Cooperation; *Disabilities; Employer Attitudes; *Employment Potential; Employment Practices; Equal Opportunities (Jobs); High School Equivalency Programs; High Schools; Immigrants; Job Training; *Minority Groups; Recruitment; *School Business Relationship; Vocational Education; Youth; *Youth Problems
IDENTIFIERS Reasonable Accommodation

ABSTRACT

This report provides highlights from a conference that focused on strategies for assisting minority youth with disabilities to face labor market challenges. An introduction lists conference objectives. Section I contains a profile of the high school students with disabilities who participated in the workshops. The profile includes demographic data, course preparations, and career interests. Data are analyzed for two student groups: students with disabilities who are pursuing a mathematics-science background and students who are pursuing a general studies background. Section II contains a summary of the highlights of the workshops. The following presentations are highlighted: "Effective Preparation and Recruitment of Minority Individuals with Disabilities: How Private Industry Can Meet the Special Employment Challenges of the 21st Century" (Paredes); "Special Issues for New Immigrants: A Closer Look at Language, Culture and Values" (Pi); "Building Coalitions for Social Change: How Government, Service Providers, Advocates and Private Industry Can Cooperate for Success" (Baird); "Critical Social and Family Issues: Creative Solutions for Family Needs, Gang Problems, and Substance Abuse" (Suro); "Changing Stereotypes and Myths about Disability and Ethnicity: Breaking Down Attitudinal Barriers to Employment" (Waxman); "Preparing Professionals to Work in Minority Communities" (Brodwin); "Attitudes and Image: How the Media Affects the Life and Employment of People with Disabilities" (Ludwig); "Community Resources to Support Employment Goals: The Importance of Integrated Community Support Services for People with Disabilities" (Wilson); "Update on Reasonable Accommodation: Helpful Assistance for Employers" (Steiner); and "Creative Partnerships for Effective Employment: Model National Employment and Training Programs" (Walker, Grant). Section III provides a summary of the overall conference evaluations. Section IV lists recommendations that are divided into these major categories: National Aeronautics and Space Administration involvement, community services and networking, dissemination and media involvement, and employment strategies. Section V contains photographic highlights of the conference. An appendix provides the Los Angeles Multicultural Disability Task Force Directory. (YLB)

ED329673

Partnerships and Linkages for Success

Enhancing the Employment Potential of Persons with Disabilities

Report of the

Los Angeles Regional Conference

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

CE057056

Printed by

The California Governor's Committee for Employment of Disabled Persons

Report of the 1989 Los Angeles Regional Conference

Partnerships and Linkages for Success

Enhancing the Employment Potential of Persons with Disabilities

Edited by

Sylvia Walker
Charles A. Asbury

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION (NASA)
THE CALIFORNIA GOVERNOR'S COMMITTEE FOR EMPLOYMENT OF DISABLED PERSONS
THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF PEOPLE WITH DISABILITIES
HOWARD UNIVERSITY RESEARCH AND TRAINING CENTER FOR ACCESS TO REHABILITATION AND ECONOMIC OPPORTUNITY
AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE (AAAS)

1990

TABLE OF CONTENTS

PREFACE v

ACKNOWLEDGEMENTS vii

SPONSORS & CO-SPONSORS ix

INTRODUCTION 1

SECTION I: STUDENT PROFILE 4

Group A: September 25, 1989 Math, Science and Technology Career Day 5

Group B: September 26, 1989 Youth Career Day 11

SECTION II: SUMMARY OF THE HIGHLIGHTS OF THE SEPTEMBER 26, 1989 WORKSHOPS 16

Effective Preparation and Recruitment of Minority Individuals with Disabilities: How Private Industry Can Meet the Special Employment Challenges of the 21st Century
I. S. Paredes 17

Special Issues for New Immigrants: A Closer Look at Language, Culture and Values
Edmond H. Pi 19

Building Coalitions for Social Change: How Government, Service Providers, Advocates and Private Industry can Cooperate for Success
Catherine Kelly Baird 21

Critical Social and Family Issues: Creative Solutions for Family Needs, Gang Problems and Substance Abuse
Olga C. Suro 24

Changing Stereotypes and Myths about Disability and Ethnicity: Breaking Down Attitudinal Barriers to Employment
Barbara Faye Waxman 26

Preparing Professionals to Work in Minority Communities
Martin G. Brodwin 29

Attitudes and Image: How the Media Affects the Life and Employment of People With Disabilities
Dorene Ludwig 31

Community Resources to Support Employment Goals: The Importance of Integrated Community Support Services for People With Disabilities
Betty Wilson 33

Update on Reasonable Accommodation: Helpful Assistance for Employers
Anne Steiner 35

Creative Partnerships for Effective Employment: Model National Employment and Training Programs
Sylvia Walker and Claudie Grant, Jr. 37

SECTION III: CONFERENCE EVALUATION 46

SECTION IV: RECOMMENDATIONS 50

A. NASA Involvement 51

B. Community Services and Networking 52

C. Dissemination and Media Involvement 53

D. Employment Strategies 53

SECTION V: PHOTOGRAPHIC HIGHLIGHTS OF THE LOS ANGELES REGIONAL CONFERENCE 54

APPENDIX: LOS ANGELES MULTICULTURAL DISABILITY TASK FORCE DIRECTORY

LIST OF FIGURES

FIGURE 1: Math, Science and Technology Career Day Student Program Evaluation Ethnic Group Representation. 7

FIGURE 2: Math, Science and Technology Career Day Student Program Evaluation Disabilities 8

FIGURE 3: Youth Career Day Student Program Evaluation Ethnic Group Representation. 13

FIGURE 4: Youth Career Day Student Program Evaluation Disabilities 14

FIGURE 5: Los Angeles Regional Conference Conference Evaluation. 49

LIST OF TABLES

TABLE 1: Math, Science and Technology Career Day: Profile of Student Interests 9

TABLE 2: Math, Science and Technology Career Day: Math and Science Checklist 10

TABLE 3: Youth Career Day: Profile of Student Interests 15

TABLE 4: Youth Career Day: Career Interest Checklist. 15

PREFACE

LOS ANGELES REGIONAL CONFERENCE, September 1989

The President's Committee on Employment of People with Disabilities was pleased to be a co-sponsor of this important and successful conference along with the Howard University Research and Training Center, the American Association for the Advancement of Science, the California Governor's Committee on Employment of Persons with Disabilities and the National Aeronautics and Space Administration.

This conference had particular significance since it was held in Los Angeles, which has a diverse ethnic population. The various minority youth with disabilities and those without disabilities were well represented at the conference.

One of the major goals of the conference, "Mainstream America: Partnerships and Linkages for Success", was to aid minority youth and youth with disabilities in the advancement of science and mathematics. Several national reports have stated that, by the year 2000, there will be a much greater need for employers to hire people with disabilities, women, and minorities in various types of jobs.

This meeting was designed to bring together experts from the Western part of the country with those from other areas of the United States to concentrate on strategies for assisting minority youth with disabilities to prepare themselves to face the challenges in the labor market.

This conference provided high school students with disabilities the opportunity to meet and to speak with NASA personnel and other prominent persons of influence. NASA officials

and others spent a considerable amount of time with the students and gave them sound advice on how to achieve successful careers in the working world.

Another valuable aspect of the conference was the opportunity for persons from various professions and regions of the country to meet and exchange a number of ideas and issues. A large number of persons attended from the public and private sector of the state of California, and all of the various NASA installations were well represented.

The organizers and planners of this conference are to be commended for producing an excellent event. Words of thanks are extended to all participants who attended and actively participated in the various workshops. Special thanks are extended to Dr. Sylvia Walker, Director of the Howard University Research and Training Center; Ms. Catherine Kelly Baird, Executive Director of the California Governor's Committee on Employment of Persons with Disabilities; Lynda Sampson, Equal Employment Manager, NASA Headquarters (UI); and Judy Kass, Senior Program Associate for Projects on Science, Technology, and Disability, American Association for the Advancement of Science.

It is my hope that all who were stimulated by this conference will work in their respective regions of the country to remove the barriers to employment for people with disabilities.

Jay Rochlin
Executive Director
President's Committee on Employment
of People With Disabilities

ACKNOWLEDGEMENTS

The editors would like to extend their warmest and sincere appreciation to each of the contributors and to the many national and local rehabilitation, medical, educational, technological, and other service delivery agencies who have contributed to the success of the Conference and the publication of these proceedings.

We are grateful to those individuals who have worked hard in the preparation of this publication. Special thanks are given to Ms. Marilyn D. Miles, Ms. Lydia Mac Intosh, Ms. Satwant Kaur, and Ms. Anntoinette McFadden for editorial assistance.

We are especially appreciative of the support which we have received from the School of Education at Howard University, The President's Committee on Employment of People With Disabilities, National Aeronautics and Space Administration (NASA), The California Governor's Committee for Employment of Disabled Persons, Howard University Research and Training Center, American Association for the Advancement of Science, cooperating community agencies, and members of the Planning Committee.

Finally, the cooperation and collaboration rendered by administrators, staff, students, and faculty of various institutions and organizations facilitated the accomplishments of the project's goal, providing a stimulating and informative conference in an atmosphere of fellowship and the subsequent publication and dissemination of the conference proceedings.

MAINSTREAM AMERICA: PARTNERSHIPS AND LINKAGES FOR SUCCESS

LOS ANGELES REGIONAL CONFERENCE SEPTEMBER 25-27, 1989

CONFERENCE REPORT

Edited by

SYLVIA WALKER, Ed.D.
CHARLES ASBURY, Ph.D.
Howard University

SPONSORS

National Aeronautics and Space Administration (NASA)
The California Governor's Committee for Employment of Disabled Persons
The President's Committee on Employment of People with Disabilities
Howard University Research and Training Center
American Association for the Advancement of Science (AAAS)

CO-SPONSORS

Asian Pacific Task Force for the Disabled
Asian Pacific Planning Council
California State University, Los Angeles, School of Education,
Division of Administration and Counseling
California State University, Northridge
State Employment Development Department
State Department of Rehabilitation
Los Angeles Mayor's Office for the Disabled
Asian Rehabilitation Services

INTRODUCTION

A major goal of the Los Angeles Regional Conference, "Mainstream America: Partnerships and Linkages for Success", was to facilitate the attainment of maximum potential by minority youth and youth with disabilities. Research conducted by the Hudson Institute in 1987 reveals that as we approach the year 2OOO, there will be greater dependence upon persons with disabilities, women and individuals from minority groups to fill America's work force needs. An objective of this meeting was to bring together experts and representatives from the western region and other areas of the United States to focus on strategies which have been effective in preparing minority youth with disabilities to meet the demands of the work place now and in the future. The conference objectives were as follows:

- To demonstrate strategies which effectively involve State and local governmental agencies, community organizations, NASA and other Federal agencies in the preparation and employment of adolescents and youth with disabilities.
- To explore recruitment strategies, special projects and training models which prepare youth to function as scientists, engineers and computer technicians.
- To examine the benefits of technology as a means of meeting the employment needs of the targeted population.
- To provide information and recommendations which may:
  - A. Be used in the development of a follow-up plan of action.
  - B. Result in increased employment of minority youth and adults with disabilities as we approach the 21st Century.

This three day conference, which brought together well over 5OO persons including: NASA personnel, students with disabilities, service providers, and employers, achieved the above objectives through the implementation of student workshops, panels, and strategy

sessions. The Los Angeles Regional Conference, an outgrowth of the Collaborative Model, (which was developed at Howard University) illustrates the benefits of cooperation among agencies and organizations from the public and private sector. A unique feature of the conference was the opportunity which it provided for high school students with disabilities to interact with NASA personnel and other positive role models. Conference highlights included presentations by: Mr. Bill Demby, Star of the DuPont Commercial; Mr. Alphonso Ludi, Director, Affirmative Action and Evaluation Division, NASA; Mr. Jack Lister, Director, Human Resources, Johnson Space Center, NASA; Mr. Jay Rochlin, Executive Director, President's Committee on Employment of People with Disabilities. The student workshops were conducted by 22 NASA personnel. A special feature of the conference was the opportunity for individuals from a variety of settings to interact and exchange vital information addressing issues about minority students with disabilities. In addition to a large number of participants from both the public and private sector in California, all of the NASA installations were represented.

This report is divided into five sections.

Section I contains a profile of the high school students with disabilities who participated in the September 25-26, 1989 workshops. (The profile includes demographic data, course preparations and career interests). This data is analyzed for the two student groups: Group A-students with disabilities who are pursuing a math-science background, Group B--students who are pursuing a general studies background.

Section II	contains a summary of the highlights of the September 26, 1989 workshops.
Section III	contains the summary of the overall conference evaluations.
Section IV	contains a summary of the recommendations which were made during the September 27, 1989 Strategy Session.
Section V	contains photographic highlights of the conference.

SECTION I.

Student Profile

PROFILE OF DISABLED HIGH SCHOOL STUDENT CONFERENCE PARTICIPANTS

GROUP A: MATH, SCIENCE, AND TECHNOLOGY CAREER DAY
September 25, 1989

Although a total of 117 students participated in the conference, not all participants responded to every question. The percentages reported in this section are based on the number who actually responded to specific items.

Of the 117 participants, 84 (72%) were male and 33 (28%) were female. An ethnic breakdown is provided in Figure 1, which shows that Hispanics were the largest ethnic group, represented by 50% of the participants. Representation by the other groups was as follows: African-Americans 27%, Caucasians 13%, Native Americans 6%, and Asian/Pacific Islanders 5% (8 participants did not indicate their ethnic origin). One hundred students reported their area of residence: 69% urban, 21% suburban, and 10% rural.

Ages ranged from 14 to 20 with approximately one third of the students in each of grades 10, 11, and 12. The ratio of those who had never enrolled in an after school program to those who had was approximately 5:1 (83% to 17%, n=115).

As indicated in Figure 2, all of the participants were disabled, however only 82 (70%) responded to the question concerning disabilities. Of these, 38 (46%) were learning disabled, 12 (15%) were mobility impaired, 7 (9%) were visually impaired, and 4 (5%) were hearing impaired. Interestingly, 17 students (21%) indicated that they had no disability.

Of the 116 students responding to the question about computer use, 93 (80%) stated that they had used computers: 35 (30%) had used them 'often' and 41 (33%)

'sometimes', while 17 (15%) 'seldom' utilized them and 23 (20%) stated they had never used computers.

Almost twice as many students preferred viewing math and science television shows to reading math and science magazines: 48 vs 26.

As indicated in Table 1, 70% of the respondents had visited a museum, while 97% had visited a zoo. Seventy-nine percent of the students responding to the question about visiting a botanical garden had not done so.

The most popular spare-time activities were music, sports, playing computer games, and going to the theater/movies. Of the students who indicated a career choice, 14.5% selected a computer-related field. Overall, occupations in science and technology accounted for 40% of all the career options stated.

As indicated in Table 2, regarding courses already taken, pre-algebra and general science were the most popular math and science courses, respectively. Biology, however, seemed to be the most popular science course among 10th and 11th graders, while algebra was the most popular math course among this group. The least popular courses already taken were trigonometry and chemistry.

Regarding courses students planned to take, the most popular choice among the math courses was geometry, closely followed by algebra, while chemistry was the most popular choice among the sciences. The courses students least often selected in terms of planning were pre-algebra, general science, biology, and pre-calculus/advanced math. It appears that pre-calculus advanced math is the least popular course for students in terms of future planning. More students had taken science and math courses in grade 10 than in the other grades.

Figure 1
Math, Science, & Technology Career Day
Student Program Evaluation
ETHNIC GROUP REPRESENTATION

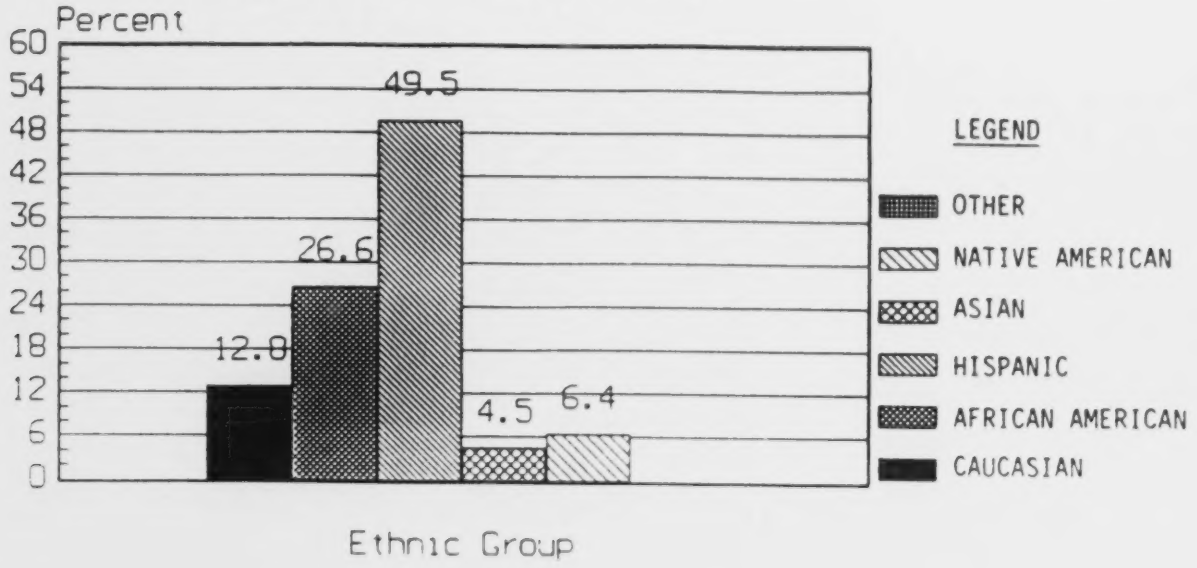


Figure 2
Math, Science, & Technology Career Day
Student Program Evaluation
DISABILITIES

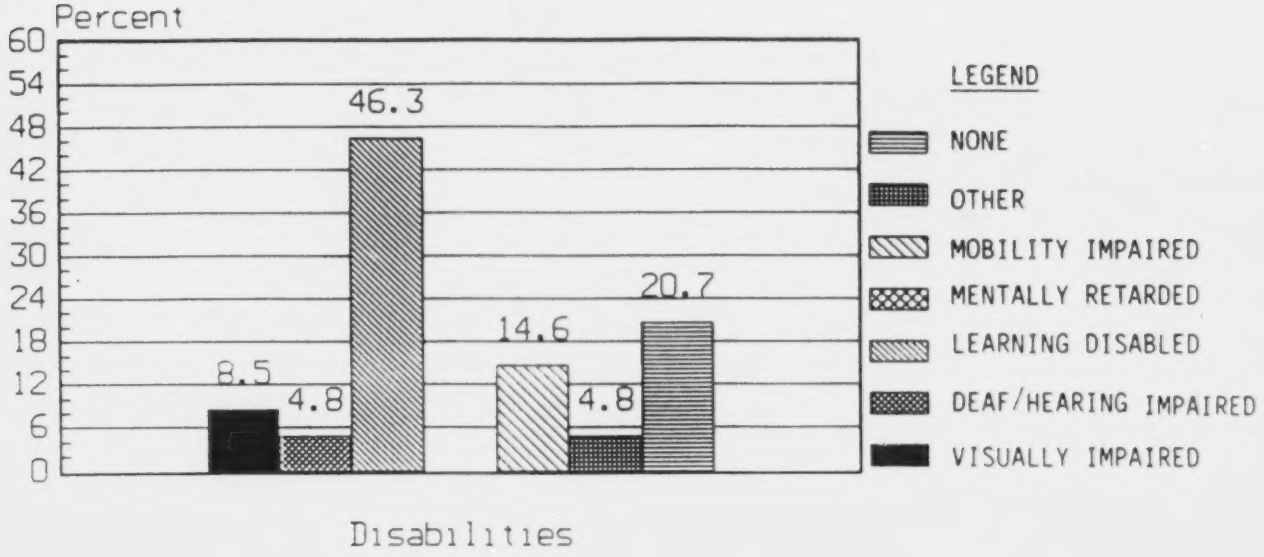


TABLE 1

PROFILE OF STUDENT INTERESTS
Math, Science, and Technology Career Day

VARIABLE	# OF RESPONDENTS	YES (#) (%)	NO (#) (%)
WATCH MATH AND SCIENCE TELEVISION SHOWS	109	48 (44)	61 (56)
READ MATH AND SCIENCE MAGAZINES	112	26 (23.2)	86 (76.6)
VISITED MUSEUM	115	81 (70.4)	34 (29.5)
VISITED ZOO	115	111 (96.5)	4 (3.4)
VISITED BOTANICAL GARDEN	110	23 (20.9)	87 (79)
USED COMPUTER	116	93 (80.1)	23 (19.8)

TABLE 2

MATH AND SCIENCE CHECKLIST
Math Science, and Technology Career Day

COURSE		GRADE 7th	8th	9th	10th	11th	12th
PRE-ALGEBRA	X	8	14	20	13	12	2
	Y	0	0	0	0	1	1
ALGEBRA	X	1	3	11	18	8	2
	Y	0	0	1	3	2	3
GEOMETRY	X	0	3	2	5	8	2
	Y	0	0	0	2	5	4
TRIGONOMETRY	X	1	0	1	1	0	2
	Y	0	0	0	0	2	6
PRECALCULUS/ADV. MATH	X	2	5	2	5	1	2
	Y	0	0	0	0	0	4
GENERAL SCIENCE	X	14	16	15	18	12	5
	Y	0	0	0	0	2	2
BIOLOGY	X	4	6	9	32	13	2
	Y	0	0	0	0	0	3
CHEMISTRY	X	0	0	1	2	6	3
	Y	0	0	0	0	4	6
PHYSICS	X	2	0	1	3	3	6
	Y	0	0	0	1	3	4

LEGEND: X course taken
Y student plans to take course

GROUP B: YOUTH CAREER DAY
September 26, 1989

Of the 95 participants, 62 (65%) were male and 33 (35%) were female. As indicated in Figure 3, Hispanics were the largest ethnic group accounting for 47% of the students. Representation by the other groups was as follows: African-Americans 29%, Caucasians 10%, Native Americans 7%, Asian/Pacific Islanders 4%, Other (Iranian) 1% [three students did not indicate their ethnic origin]. The breakdown of the participants who reported their area of residence was 58% urban, 34% suburban, and 8% rural.

Ages ranged from 15 to 21. All students were in grades 10 through 12. Forty percent of the students had enrolled in an after school program, while 60% had not.

As indicated in Figure 4, only three-quarters of the participants (76.8%), responded to the question about disabilities. Of those responding, 57.5% were learning disabled, 9.5% were deaf/hearing impaired and a similar number were mobility impaired. Interestingly, 15% responded that they had no disability.

As indicated in Table 3, of the participants responding to the question about computer use, 71% stated that they had used computers.

The ratio of participants who watched math and science television shows to those who did not was approximately 2:3. Museums were visited by 57% of the respondents, and zoos by 95% of the respondents. The ratio of students who had not visited a botanical garden to those who had was almost 5:1.

The most popular spare-time activities were music, sports and theater/movies. Of the students who indicated a career choice, 10% were interested in law enforcement (police work), while 7% wanted to work with computers. Almost one fifth of the

respondents (19.4%) 'didn't know' what career they wanted to pursue. Overall, occupations in science and technology accounted for 30% of all the career options stated.

As indicated in Table 4, on the Career Interest Checklist, students were most interested in Computer Technology and Automechanics options and least interested in Maintenance. The career options in which most students had taken classes were, in order, Computer Technology, followed by Food Industries, and Automechanics.

Figure 3
Youth Career Day
Student Program Evaluation
ETHNIC GROUP REPRESENTATION

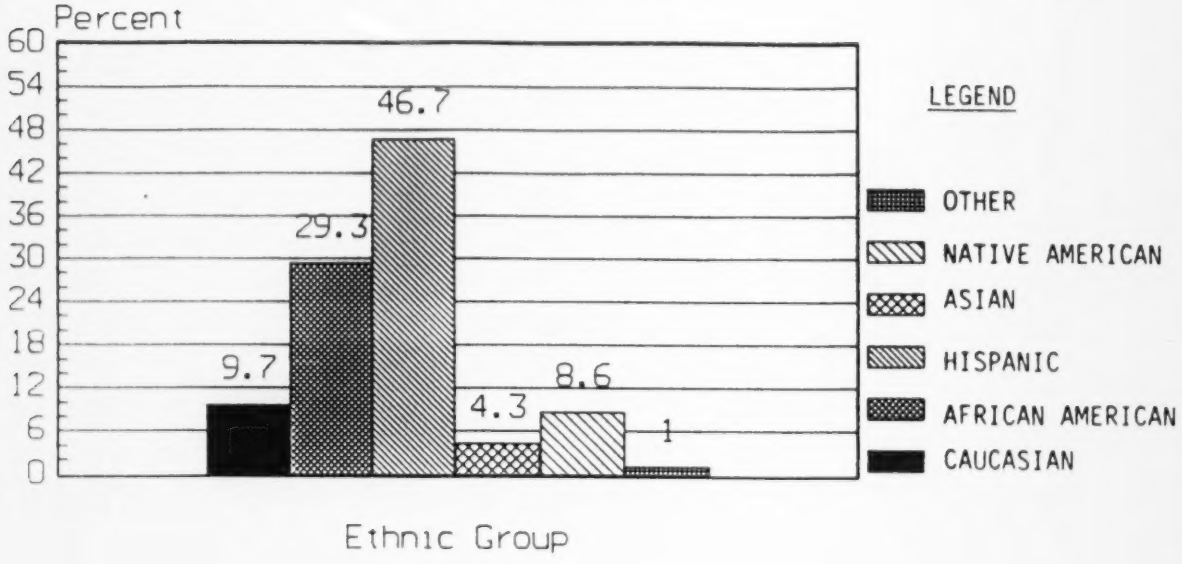


Figure 4
Youth Career Day
Student Program Evaluation
DISABILITIES

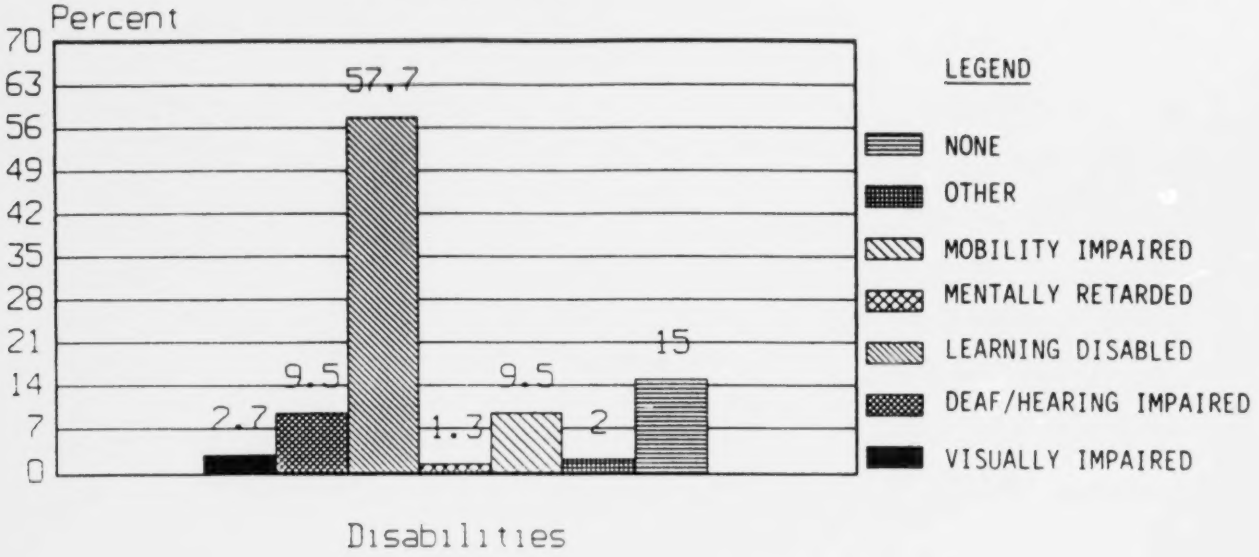


TABLE 3

PROFILE OF STUDENT INTERESTS
Youth Career Day

VARIABLE	NUMBER OF RESPONDENTS	YES (#) (%)	NO (#) (%)
WATCH MATH AND SCIENCE TELEVISION SHOWS	88	35 (39.7)	53 (60.2)
VISITED MUSEUM	89	51 (57.3)	38 (42.6)
VISITED ZOO	91	86 (94.5)	5 (5.4)
VISITED BOTANICAL GARDEN	86	15 (21)	71 (83)
USED COMPUTER	89	64 (71.9)	25 (28)

TABLE 4

CAREER INTEREST CHECKLIST
Youth Career Day

CAREER OPTION	# WITH INTEREST IN CAREER	# TAKEN CLASS
SALES	14	2
CLERICAL	13	5
COMPUTER TECHNOLOGY	27	16
FOOD INDUSTRIES	13	12
MAINTENANCE	10	7
AUTOMECHANICS	23	10

SECTION II.

Summary of Workshop Highlights

SUMMARY OF THE HIGHLIGHTS OF THE SEPTEMBER 26, 1989 WORKSHOPS

EFFECTIVE PREPARATION AND RECRUITMENT OF MINORITY INDIVIDUALS WITH DISABILITIES: HOW PRIVATE INDUSTRY CAN MEET THE SPECIAL EMPLOYMENT CHALLENGES OF THE 21ST CENTURY

I.S. Paredes

In the years ahead, governmental agencies, small businesses and corporations will be forced by economic necessity to broaden the makeup of their work force if they are to meet their labor needs. To compete effectively, they will have to employ productive workers from among persons with disabilities, including veterans, and the elderly. The need arises, therefore, to reach out and recruit among state vocational rehabilitation units, state and local special education units and organizations led by persons with disabilities.

Traditional recruitment sources include; state rehabilitation facilities, colleges, veterans organizations and community-based organizations. Innovative recruitment includes attention to such matters as company image, internal/external environment, retention, and special school programs.

Retention of these workers involves adequate preparation, equal treatment and the need to sensitize non-disabled employees. Programs and benefits which facilitate retention include the provision of competitive salaries, job-sharing, flexible hours and benefits, educational reimbursement, stay-at-home jobs, part-time work and employee support services.

WORKSHOP PARTICIPANTS

FACILITATOR:	I.S. Paredes TRW Ballistic Missiles Division
PRESENTERS:	Carol Irwin Southern California Edison Company
	Julie Cowan
	Robert Ebert Manager, External Programs IBM Corporation

SPECIAL ISSUES FOR NEW IMMIGRANTS: A CLOSER LOOK AT LANGUAGE, CULTURE AND VALUES

Edmond H. Pi, M.D.

In 1985, the Asian and Pacific Islander population in America was about 5.1 million, or 2.1 percent of the total United States population. The main concentration of Asian-Pacific Islanders is in the states of California, Hawaii, and New York. Since 197O, there has been a steady increase of Asian-Pacific Islanders migrating to California. Presently, 6% of the California population is Asian-Pacific Islanders. It has been projected by the year 2005 the figure will be increased to 12.5%. California has taken a leadership role in the United States in recognizing the unique differences of this group as well as in accepting and appreciating the differences among every racial and ethnic group in this land of many great opportunities. Due to such changes in population configurations, it is necessary and appropriate for all professionals and interested individuals and organizations working with the increased numbers of Asian-Pacific Islanders with disabilities to become aware of their special issues and needs. This is essential if services such as education, medical and mental health care, rehabilitation and employment counseling are to be ethnically, culturally, and congruently tailored.

This immigrant group represents a very heterogenous ethnic diversity (more than 2O groups were identified in the 198O census) and different cultures, religious beliefs, languages with a variety of dialects, socioeconomic classes and levels of education as well as varying degrees of acculturation and assimilation.

Recent immigrants adjusting to a new culture are confronted with problems such as the language barrier, role transition, employment, child care, family planning, generation

gap, cultural conflict, isolation, safety and mobility. Immigrants with disabilities face a "double dose" of pressures in coping with their disability in a new environment. Therefore, service providers should be aware of the types of disabilities and have a multi-faceted view of the etiology and the styles of help-seeking expressed by immigrants with disabilities and their families. It is essential that cultural and linguistic sensitive services be provided to facilitate the employment of immigrants with disabilities.

WORKSHOP PARTICIPANTS

FACILITATOR:	Robert Sifuentes Affirmative Action Officer California Energy Commission
PRESENTERS:	Dr. Edmond H. Pi Dept. of Psychiatry and the Behavioral Sciences USC, School of Medicine
	Dr. Son Kim Vo Consultant, Refugee Services California Dept. of Social Services

**BUILDING COALITIONS FOR SOCIAL CHANGE:
HOW GOVERNMENT, SERVICE PROVIDERS, ADVOCATES
AND PRIVATE INDUSTRY CAN COOPERATE FOR SUCCESS**

Catherine Kelly Baird, M.S.W.

During the past twenty years, significant changes in legislation and social public policy have occurred for people with disabilities. Much of the change occurred through the work of advocates organized around their specific area of interest. Many advocacy organizations were organized around specific disabilities, while others focused on social issues. Examples of this phenomena include: the United Cerebral Palsy Association, Disabled American Veterans, Little People of America, the National Federation for the Blind, the National Center on Deafness and the National Coalition of Independent Living Centers.

Special interest organizations for people with disabilities increasingly overlap on issues of mutual concern. This tendency necessitates the development of coalitions to ensure that public policy, social programs and services are developed in a coordinated, effective manner.

In light of the current labor market shortage in the United States, it is essential for individual groups to begin working more closely together. There exists an excellent window of opportunity for people with disabilities, especially non-white job applicants, to fulfill private industry's labor market needs.

As we approach the year 2OOO, employers are becoming increasingly dependent on individuals previously perceived as not employable, including individuals from ethnic minority communities and people with disabilities. Thus, this is an excellent opportunity for individual groups to begin working more closely together to facilitate increased

employment. These organizations have begun to collaborate in innovative ways to meet this special employment challenge. Suggested actions include the following:

- Various organizations in the disabilities community should become familiar with the outcomes of the civil rights movement which was led by America's ethnic minorities.
- Where appropriate, strategies should be applied to civil rights issues regarding people with disabilities.
- Individuals who are active with special interest disability groups must become familiar with the goals and activities of similar groups.
- Where common issues exist, individual interest groups must work together to present a united front to legislators and others who affect public policy.

In summary, there exists a special opportunity in the United States to have a significant impact on unemployment among non-white individuals with disabilities. Individuals involved with job applicants with special needs must work together to develop job placement procedures which are responsive to private industry employers needs. The continuing projected labor market shortage affords us an opportunity to make private industry employers aware of all individuals with disabilities as an excellent employment resource. Special interest organizations for people with disabilities need to cooperate in the development of public policy, legislation, general advocacy, and job placement services which are responsive to employers' needs as well as the needs of job applicants with disabilities. Collaboration can create programs and services which are less expensive and more effective for everyone.

WORKSHOP PARTICIPANTS

FACILITATOR:

Catherine Kelly Baird, M.S.W.
Executive Director
California Governor's Committee
for Employment of Disabled Persons

PRESENTERS:

Robert Jordon
Veterans Administration Regional Office
Disabled American Veterans

Paul Steven Miller
Attorney At Law
Manatt, Phelps, Rothenberg
and Phillips

Richard Ray
Project Coordinator
Vocational Placement Program
Los Angeles Mayor's Office for the
Disabled

Norma Vescovo
Executive Director
Independent Living Center of
Southern California

CRITICAL SOCIAL AND FAMILY ISSUES: CREATIVE SOLUTIONS FOR FAMILY NEEDS, GANG PROBLEMS AND SUBSTANCE ABUSE

Olga C. Suro

Parents of children with developmental disabilities have a difficult time accepting the reality of an "imperfect" child. A thousand questions are asked. Why us? What did we do wrong? They experience feelings of guilt in their attempt to find the answers. Even in instances where parents are conversant with the language and have a general idea of the system, they find it extremely difficult to get information, services and adequate orientation. Fiesta Educativa supplies answers to many of these questions through its information dissemination and training activities. Eleven years ago, a group of concerned parents and professionals realized that the needs of persons with developmental disabilities in the Hispanic community were being neglected. Thus, Fiesta Educativa was started.

The first Fiesta Educativa conference was held in 1978 at Joseph P. Widney High School. In 1981, the first two-day conference was held on the campus of University of Southern California. This initiated an ongoing partnership between Fiesta Educativa and the University of Southern California.

The first day of the conference was geared to para-professionals and professionals who work with persons with developmental disabilities. Workshops were held in areas such as: research, instruction, and community resources for the special needs population. The second day was primarily designed to meet the needs of parents, however, professionals were encouraged to attend. Workshops were held to assist Latino parents in gaining knowledge and understanding about key resources and their fundamental rights. Focus included ways in which the needs of Latinos with developmental disabilities could be addressed and met through legislation. Participants were helped to better understand

the special needs of their developmentally disabled children.

Another component of Fiesta Educativa is the Trainer of Trainers (TOT) program. These workshops teach parents how to organize themselves, form groups, identify and develop potential leaders and become advocates for persons with developmental disabilities. The National Fiesta Educativa embraces as its mission the goal of creating favorable conditions of universal support toward the enhancement of the Latino family. It organizes and carries out events of an educational nature for parents to influence the advancement and rehabilitative potential of all Latinos with special developmental needs. This organization, through regular educational opportunities, assists Latino parents in gaining knowledge and understanding about key resources and fundamental rights. The TOT program is designed to educate and to increase the consciousness of professionals who directly or indirectly serve Latinos with special developmental needs. It is the consensus of the membership of the National Fiesta Educativa that it seeks to be the advocate and the voice of Latino families with special developmental needs. The group's advocacy will continue to extend to the expansion of culturally sensitive programs and services.

WORKSHOP PARTICIPANTS

FACILITATOR:	Gene Hudson Chancellor's Office California Community Colleges
PRESENTERS:	Roberto Garcia Chicano-Latino Youth Leadership Project and CA Employment Development Dept.
	Irene Martinez Fiesta Educativa
	Kelly Key Former Law Enforcement Official

CHANGING STEREOTYPES AND MYTHS ABOUT DISABILITY AND ETHNICITY: BREAKING DOWN ATTITUDINAL BARRIERS TO EMPLOYMENT

Barbara Faye Waxman

Although disability is dealt with in unique ways in different ethnic communities, persons with disabilities, as a whole, share a common experience and common goals which in themselves constitute what is being referred to in disability rights circles as "Disability Culture". The evolution of this culture speaks not only to the economic disenfranchisement of persons, but also to a shared social identity: one which crosses age, sex, ethnic and disability lines.

In a major Lou Harris poll taken in 1986, it was found that 74% of people with disabilities have at least "some" sense of commonality with other persons with disabilities. Out of that 74%, four out of ten feel "somewhat strong or very strong" about this common identity.

How do people with disabilities see their social situation?

The approaches of both the disability rights and independent living movements find their motivation in the understanding that the problems persons with disabilities face are a function of society, not of their own functional limitations. Persons with disabilities feel that society has failed them by providing medical and social work solutions to their problems which are largely political and economic in nature. The shift in defining disability from the medical to the socio-political model is one that states that the cure to the problem of stairs leading into a restaurant is not to brace a wheelchair users legs and then teach him/her to walk up those stairs. The solution is to make the restaurant accessible or initiate litigation.

The concept of "access" grew out of the understanding that the traditionally built environment and the traditional disability identity as sick, were created largely by able-bodied persons. The disability community's actions to redesign their status speaks to the idea that persons with disabilities are beginning to have a sense of entitlement and are feeling empowered.

What are disability cultural values?

The concept of supported employment of persons with severe disabilities is one such value. The understanding that workers with disabilities do not have to "fit" into traditional work patterns, in order to fulfill their right to employment--a right felt by persons with disabilities to be as legitimate as any civil right--grew out of the concept of access. Though it is true this sense of entitlement was taken from the white male experience of empowerment, it can also be said that the civil rights and women's rights movements had a formative effect as well.

Disability rights activists are calling for the rejection of able-bodied persons ways. Just as African Americans have called for the rejection of the white ways, the Hispanic community has stood against Anglo ways, and women are rejecting the "Mommy Track", persons with disabilities have begun to rightfully question the logic of designing a life according to able bodied persons standards and judgments which say that persons with disabilities are less productive, less positive, less attractive, and less successful; and therefore, fall short of being acceptable. Persons with disabilities say that if they haven't reached those majority cultural goals, it is because: 1) society has effectively placed barriers in their way; and 2) those goals are themselves defined in distorted ways, and must be defined by persons with disabilities according to their differences from the majority.

Disability is not intergenerational--not usually passed down within a family. So disability survival skills and values must be passed down through a culture whereby each generation of persons with disabilities can pass down to succeeding ones, an oral tradition, which points to a disability history which has existed throughout time, and is parallel to, distinct from and intersects with the able-bodied persons history.

With this understanding of disability according to a minority community model, a few questions occur to me as I think about this new feeling of entitlement that I will leave you with:

1. How does this new empowerment conflict with a particular culture's or ethnic community's concept of disability?

2. How much does each culture desire to assimilate entirely to Western ways? Or, rather, how much can it reject the normative values of the white able-bodied culture?

3. What model of disability (medical/rehabilitative or socio-political) will be used by each ethnic group in service delivery?

WORKSHOP PARTICIPANTS

FACILITATOR:

Alan Woo
Executive Director
Asian Rehabilitation Services

PRESENTERS:

Barbara Faye Waxman
Graduate Student
UCLA School of Urban Planning

Dexter Henderson
Executive Director
South Central Los Angeles Area Regional Center

Janet A. Neal
Commissioner
Los Angeles City Commission on Disability

PREPARING PROFESSIONALS TO WORK IN MINORITY COMMUNITIES

Martin G. Brodwin, Ph.D.

One of the major objectives of a Counselor Education program in a college or university setting is to facilitate awareness and sensitivity in students choosing a career in counseling. California has an extremely diverse population, minorities account for about fifty percent of the total population. Some of these minority persons also have a disability.

Higher education programs need to provide cultural awareness and sensitivity in regard to all minorities including: African American, Hispanic, Asian and American Indian, as well as less recognized minorities such as; women (of all ethnic groups), people with disabilities, the elderly, persons with AIDS, etc. Each of these groups is culturally distinct as well as part of the larger culture. The counselor who is competent to work with the culturally diverse must be clinically effective, culturally aware and sensitive to a variety of needs, issues and concerns.

In training counselors to work effectively with minority persons with disabilities, three areas are important:

- Knowledge/information
- Beliefs/ attitudes
- Skills/abilities

To be able to respond appropriately, the counselor needs information and knowledge about diverse populations to effectively respond to culturally-based concerns. Counselors must have respect and a positive attitude toward differences. Going beyond beliefs and attitudes, it may be hypothesized that counselors need not only positive attitudes, but appropriate and positive behaviors when interacting with minority persons outside the counseling

relationship. Lastly, it should be the goal of the counselor education program to impart skills and abilities necessary to work effectively with culturally distinct populations.

An area often ignored by counselor education programs is the legislative arena. Counselors and counselor educators need to become advocates of change through legislation favorable to minority groups and persons with disabilities. The recent enactment of "reasonable accommodation" for people with disabilities is one example of how legislation can effect change in hiring and retention practices in employment.

WORKSHOP PARTICIPANTS

FACILITATOR:	Martin G. Brodwin, Ph.D. Coordinator of Rehabilitation Counseling California State University, Los Angeles
PRESENTERS:	Dr. William A. Burrel Sociology Department University of Colorado
	Gene Hudson Chancellor's Office California Community Colleges

ATTITUDES AND IMAGE: HOW THE MEDIA AFFECTS THE LIFE AND EMPLOYMENT OF PEOPLE WITH DISABILITIES

Dorene Ludwig

Research conducted by Kapur and Ruffner (1988) documents the strong influence of the print and broadcast media on American society.

> Television, radio, daily newspapers, and other audio visual and print media are an integral part of our everyday lives. They are the medium through which we get the message, any message, regarding events around the world, technological advancements, relevant social and political changes at home and abroad. Yet, the media does more than just inform us....It provides the basis for our opinions, about what is important and what is not. The most significant aspect of the media is its skill in forming public opinion (Kapur and Ruffner, 1988).

This panel focused on a number of pertinent issues regarding the portrayal of persons with disabilities in the print and broadcast media. The facilitator offered an overview of the panel's topic "How Media Affects Your Life". She discussed the overall impact of television, radio, film, commercials, and other forms of advertisement. She stated that the average American family watches a substantial amount of television. Thus, this medium shapes the public's opinions about and attitudes towards persons with disabilities.

Panelists also shared firsthand experiences and data concerning the "use", "non-use", and "misuse" of persons with disabilities by the media. Particular attention was paid to the absence of people of color who have disabilities in any segment of the media.

Information which was given to the audience included the manner in which: a) programs are produced, b) story choices are made, and c) music, sound, costume, and other ingredients affect the audience's perception of persons with disabilities.

Panel members indicated their willingness to provide additional information regarding the media and persons with disabilities.

Persons with disabilities are often portrayed unrealistically either as invalids or as supermen/women. This panel also included a discussion of the power which the general public has with regard to influencing the media. For example, letter writing campaigns can bring about more realistic portrayals of persons with disabilities. It was recommended that greater attention be paid to the media by advocates, consumers with disabilities, and their families, and that these individuals should utilize their influence to bring about increased and more realistic portrayal of persons with disabilities by the print and broadcast media.

Reference

Kapur, S., & Ruffner, R. (1988). Media portrayal of Black Americans with disabilities: Stepping stones or stumbling blocks? In S. Walker, J. Fowler, R. W, Nicholls, & K. A. Turner (Eds.), Building bridges to independence. Washington, DC: President's Committee on Employment of People with Disabilities.

WORKSHOP PARTICIPANTS

FACILITATOR:	Dorene Ludwig President and Artistic Director American Living History Theater
PRESENTERS:	Carol Akiyama Independent Producer
	David Hall Actor
	Julianna Fjeld Actress and Independent Producer
	Rosie Reed Actress
	Joey Caldwell Actor/SAC Ethnic Minorities Committee

COMMUNITY RESOURCES TO SUPPORT EMPLOYMENT GOALS: THE IMPORTANCE OF INTEGRATED COMMUNITY SUPPORT SERVICES FOR PEOPLE WITH DISABILITIES

Betty Wilson

The Los Angeles Mayor's Office for the Disabled provides an array of supportive services. These services include job development, job search assistance, clerical training, placement, and counseling. The office is a grant funded program which includes grants from the U.S. Department of Education, the Rehabilitation Services Administration, Projects with Industry, State Department of Rehabilitation, Job Training and Partnership Act (JTPA), and Vocational Placement Program (VPP).

This office also provides advocacy and constituent assistance. These supports are provided through the Computerized Information and Resources Center. The Center serves over 1,200 persons per year. The other grants (which are related to employee development and placement) serve between 500 to 800 persons per year, largely dependent upon the number of grant funds available for staffing.

In addition, the Mayor's office lends technical assistance to both the private and public sectors, in providing reasonable accommodations for persons with disabilities in the work force. The California State Department of Rehabilitation is a vital resource for persons with disabilities. This office provides technical assistance to both the private and public sectors in the reduction of architectural barriers.

The facilitator provided a brief overview of the services of the East Los Angeles Regional Center and its focus on bilingual and minority participation in the mainstream.

The presentation, which focused on the provision of direct constituent assistance by the Mayor's Office for the Disabled, included a role-playing exercise, followed by a brief

discussion. Problems were discussed in relation to appropriate training for service providers, adaptive equipment, and understanding of persons with disabilities who are "culturally different". During this discussion, many workshop participants enumerated their experiences in meeting the challenge of providing assistance to those persons whose cultural dictates tended to preclude trust in the organized service provision system.

In addition, each member of the workshop audience was assigned the task of networking with four other persons within the room. This activity facilitated an exchange of information and the acquisition of additional resources by workshop participants, since each person was required to provide a summary of the services which are available through his/her agency.

WORKSHOP PARTICIPANTS

FACILITATOR:	Betty Wilson Executive Director Los Angeles Mayor's Office for the Disabled
PRESENTERS:	Louis Dominguez Former Acting Director Los Angeles Mayor's Office for the Disabled
	Chuck Fleming Chief Mobility Barrier Section State Department of Rehabilitation

UPDATE ON REASONABLE ACCOMMODATION: HELPFUL ASSISTANCE FOR EMPLOYERS

Anne Steiner

The concept of reasonable accommodations may be approached from a number of viewpoints by employers, including its theoretical, practical and legal implications. She advised that employers can more readily grasp the concept of reasonable accommodation if they make a mental shift to seeing it less as an extraordinary event and more as something which parallels everyday experiences which we all have both in our personal lives and as employers. Frequently we need to vary our means so that we can accomplish a goal--whether it's altering our route to work because of a traffic problem or allowing flex-time for an employee who is having child care problems. In essence, these types of modifications in "means" in which the "goal"--getting to work on time or having an employee work 8 hours--remains the same, are similar in principle to accommodations made for disabled workers. For example, a deaf employee can participate in staff meetings if the mode of communication is varied by providing a sign language interpreter as a reasonable accommodation.

Reasonable accommodation was defined as modification of a job, a work site, or the manner in which a job is done which enables a disabled person to perform that job safely and/or effectively. Because the accommodation is linked to a specific physical or mental limitation, a specific job and/or a specific work environment, what is "reasonable" must be determined on a case-by-case basis. It is the employer's responsibility to earnestly explore accommodation possibilities prior to making any negative determination. In the case of a discrimination complaint, the burden of proof is on the employer that accommodation could

not be made.

The major types of accommodation were also described along with specific examples of each. From an Equal Employment Opportunity perspective, it is important to include decision makers in the process of providing reasonable accommodation. Managers and supervisors must be involved from the beginning in order to get their commitment. The group was given a quiz on reasonable accommodation. The quiz included specific examples which might or might not facilitate access to the work environment by persons with disabilities. This exercise also reflected trends in the evolving case law on reasonable accommodation. For example, in California, job assignment is increasingly seen as an option. This activity also helped clarify the difference between disability related needs that are an employee's responsibility (e.g. a hearing aid, transportation to and from work) and those that are an employer's responsibility (e.g. a special chair at the work site for a person with a back problem).

There is a wealth of developing technology that provides access for persons with disabilities to computer related jobs. Several resource guides are available.

WORKSHOP PARTICIPANTS

FACILITATOR:	Anne Steiner Consultant, Berkeley, CA
PRESENTERS:	Nora Brusuelas Chief of EEO for California State Department California Department of Water Resources
	Don Parks Information Systems Services, Sacramento, CA

CREATIVE PARTNERSHIPS FOR EFFECTIVE EMPLOYMENT: MODEL NATIONAL EMPLOYMENT AND TRAINING PROGRAMS

Sylvia Walker, Ed.D.
and
Claudie Grant, Jr.

Churches and other community organizations may develop partnerships and linkages with agencies in the public and private sector in order to enhance the educational success of persons in the minority community. The Collaborative Model (initially funded in 1987 by the National Institute on Disability and Rehabilitation Research {NIDRR} of the U.S. Department of Education) launched a partnership between the President's Committee on Employment of People with Disabilities and the Howard University School of Education. This partnership was initiated through the co-sponsorship of a 1987 National Conference. The Collaborative Model has blazed the trail for collaboration and cooperation by combining the resources of such organizations as: the American Association for the Advancement of Science (AAAS), the National Aeronautics and Space Administration (NASA), the California Governor's Committee and community agencies in Nevada and Illinois.

A major outcome of the [illegible] National Conference was a recommendation that a series of regional conferences and national symposia be held to address the complex and unique needs of minority persons and youth with disabilities. In addition to regional conferences, several national minority symposia have been held during annual meetings of the President's Committee.

These meetings focused on a number of issues which relate to the employment of minority youth and adults with disabilities. For example, there is a critical need to address

the high rate of unemployment (over 80%) among minority individuals with disabilities. Each of these meetings was to have a follow-up plan of action to resolve some local employment-related problems. Regional meetings have since been held in New York City, Atlanta, Chicago and Los Angeles. National Symposia have been held in Washington, DC and Tampa, FL as part of the Annual Meeting of the President's Committee.

To implement conference recommendations and follow-up activities, Task Force Groups were organized in each of the cities where Regional Meetings were held. A number of positive outcomes have resulted. For example, the New York City Task Force has created subcommittees in the areas of housing, transportation, and independent living. Several meetings have included New York City agencies a well as the Mayor's office. These efforts resulted in more information about the public transportation system for persons with disabilities, which in turn has increased independence and access to employment. Literature on training and employment of persons with disabilities from minority groups has been translated into Spanish and several Asian languages for distribution in the New York City area. This has increased the access of persons from minority groups to information about rehabilitation services and employment opportunities.

The Atlanta Task Force, which includes representatives from the Equal Employment Opportunity Commission and the Office of Personnel Management, is disseminating employment related information among Federal and State agencies and the private sector. This group has also conducted a survey among churches in Georgia as a means of increasing access to community facilities for persons with disabilities.

Ms. Audrey McCrimmon, Deputy Commissioner of the Department on Aging and Disability in Chicago, highlighted the benefits of the Chicago Regional Conference: "The

Chicago Model achieved its success because we brought together people who wanted to resolve the issues affecting minorities. Emphasis was not limited to taking pictures and giving out plaques, but included an action plan." A needs assessment of people with disabilities was conducted, a student transition program was held, and the Job Training Partnership Act was analyzed as it regards people with disabilities from minority groups.

The Collaborative Model has increased the cooperation within the private sector regarding the needs of people with disabilities from minority groups. For example, IBM, AT&T, Digital Equipment Corporation, and New Jersey Bell are providing additional employment opportunities for minority persons with disabilities. A Regional Conference was held through the participation of the professionals in these areas in National Conferences and Symposia. This Regional Conference (Los Angeles Regional Conference) is another example of the effectiveness of the collaborate model. It has been co-sponsored by the President's Committee, Howard University, the California Governor's Committee on Employment of People with Disabilities, NASA and several community organizations. Appendix A contains a list of the members of the Los Angeles Multicultural Disability Task Force which was formed as a result of this meeting.

Conferences planned for implementation through 1991 include Las Vegas, Washington, D.C., Houston and Boston. The Collaborative Model is being replicated in areas of the United States such as Michigan and New Jersey, where Task Force Groups have been formed as a result the participation of the professionals in these areas in National Conferences and Symposia.

METROPOLITAN CHURCH OF GOD:
COMMUNITY COMPUTER LEARNING CENTER (MCG--CCLC)

Since 1986, the Metropolitan Church of God (MCG) has collaborated with a number of organizations (including Monnier Elementary School, the National Bank of Detroit [NBD], the American Association for the Advancement of Science [AAAS], and the Apple Computer Corporation), in order to facilitate the attainment of maximal potential by minority youth in Detroit.

During July, 1988, Apple Computer, Inc., Corporate Grants, through the Office of Opportunities in Science of the American Association for the Advancement of Science (Apple/AAAS), awarded the Metropolitan Church of God an equipment grant of six Apple II computers with dual disk drives and monitors, one Apple Image/Writer printer, and other miscellaneous software. The purpose of this equipment grant was to help make possible the development of a Metropolitan Church of God Community Computer Learning Center (MCG-CCLC) that increases computer access for African-American young people in order that they might be more easily motivated to excel in math and science.

As a direct result of the computer equipment grant from Apple/AAAS and program grant from the Family Development Program of the Community Foundation for Southeastern Michigan, the MCG, in concert with Monnier School, merged the church's tutorial program in math and reading with the Monnier Banking Club (a special program for fourth and fifth grade math students) so as to make the church's tutorial program a year-round educational service. This merger also enabled the Monnier Banking Club to computerize its accounts. The overall objective was to enhance the children's math and reading skills. Since its inception, this project has provided support for a substantial

number of youth.

A unique feature of this program is the inclusion of several parenting skills development seminars for adults in the community

and for the parents and/or guardians of those children involved in the tutorial/Banking Club program since there is a strong correlation between parental involvement in student learning and achievement. This unique feature enhances program effectiveness. The parenting skills seminars include a strong emphasis on teaching parents how to better assist and support their children in the learning process. It is also believed that such a shared experience will enhance positive relationships between parents and their children.

Adult Education Classes for students enrolled in the Detroit Board of Education's Graduate Equivalency Diploma (GED) program are also conducted at the Metropolitan Church of God. The MCG-CCLC has enhanced the GED curriculum of this particular outreach center by making available classes designed to train students in computer literacy skills, word processing, basic keyboarding, et cetera.

The MCG-CCLC is a classic example of the manner in which the church and other community agencies can inter-face with each other to deliver needed services and to make educational opportunities available to children and youth in communities throughout the United States.

FUTURE ASSETS STUDENT TALENT (FAST) PROGRAM

The Future Assets Student Talent (FAST) Program was initiated through the work of Dick Sheppard (of the President's Committee on Employment of People with Disabilities) and Lamona Lucas (Director of the Alabama Department of Educatio

Rehabilitation Services) when they found a receptive group of businesses, educational institutions, rehabilitation and government agencies, and community organization leaders in Huntsville, Alabama who were willing to co-sponsor it.

Special features of the program include:

- The Mentor Program: Matches professional with FAST students for one-to-one social and career exploration.
- Industry Tours: Heighten awareness of different career opportunities in business and industry.
- Professional Shadowing: Matches students with professionals in two different fields each year to "shadow" in the work environment for a few hours and heighten awareness of specific careers.
- Scholarship, career, and vocational information sharing and workshops.
- Summer jobs for high school and college students.
- Co-op opportunities.
- Network for sharing information and services among the State Rehabilitation Services, schools, universities and special service organizations.
- Programs for heightening public awareness to the needs of individuals with disabilities.

The Hunstville community has been able to identify and motivate students with potential as well as prepare them for college and professional employment. Some of the unique factors which make this program work include the following:

- The Huntsville Rehabilitation Center made the decision to administer the program and to seek funding for a part-time coordinator.
- AVEX Electronics houses the FAST coordinator. AVEX provides office space, furniture, supplies, mail, reproduction and clerical assistance. Elizabeth Dempsey, Director of Human Resources, is the Advisory Board Chairman and numerous AVEX employees volunteer as committee members or mentors and are providing "shadowing" experiences, legal assistance, and conducting tours.

- NASA has been involved in community meetings and pledged support for FAST from the start. NASA recruited several of its employees to serve as mentors and committee members. They were the first to offer "shadowing", furnished numerous tours and educational career information.

- FAST's main purpose is to bridge the gap for talented students with disabilities by motivating them to pursue their educational and career goals. Thus students are prepared for high tech and professional employment. Educational and career workshops prepare students for college or technical schools and to compete for scholarships, grants, and co-op opportunities. NASA has taken the lead in providing many of these opportunities by giving FAST students the opportunity to learn about their chosen careers through related work experiences. At the same time, this provided NASA with highly-motivated part-time employees who will develop into highly qualified candidates for future employment.

The FAST Program is an example of an innovative NASA program which targets and develops students with potential. Well over 150 individuals have participated in this unique program. In replicating this program, other communities should strive to find a dedicated industry leader, like AVEX, to organize industry participation, use existing areas of rehabilitation and volunteers from the community, and provide a program coordinator when the program is underway.

WORKSHOP PARTICIPANTS

FACILITATOR:

Claude Grant, Jr.
President's Committee on Employment of People With Disabilities

PRESENTERS:

Dr. Sylvia Walker
Director
Howard University Research and Training Center for Access to Economic Opportunity

Judy Kass
Senior Program Associate
American Association for the Advancement of Science

Rev. Robert O. Dublin, Jr.
Metropolitan Church of God

Melody Goforth
Coordinator
Future Asset Student Talent (FAST) Program

SECTION III.

Conference Evaluation

CONFERENCE EVALUATION

Although 220 adults participated in the September 26-27, 1989, conference activities, this analysis is based on the assessment of 30 respondents.

Participants were asked to provide an overall evaluation of the conference and an evaluation of the six conference components. The response rates for the various components are listed below:

Overall Evaluation	n=29
Opening Session	n=28
Workshop Session I	n=28
Workshop Session II	n=26
Workshop Session III	n=21
Luncheon Program	n=29
Strategy Session	n=14

Overall conference activities were given the following ratings: 10.3% rated the conference as excellent, over two-thirds (68.9%) of the participants rated the conference as very good, 12.1% rated the conference as good, while only 3.4% perceived the conference as not very good.

Of those evaluating the Opening Session, an equal percentage (32.1%) rated it as "very good" and "good," while 28.5% thought it was "excellent." The Luncheon Session was rated "good" by approximately one-third (31%) of the participants, while 17.2%, 20.6% and 24.1% rated it as "excellent," "very good" and "average," respectively.

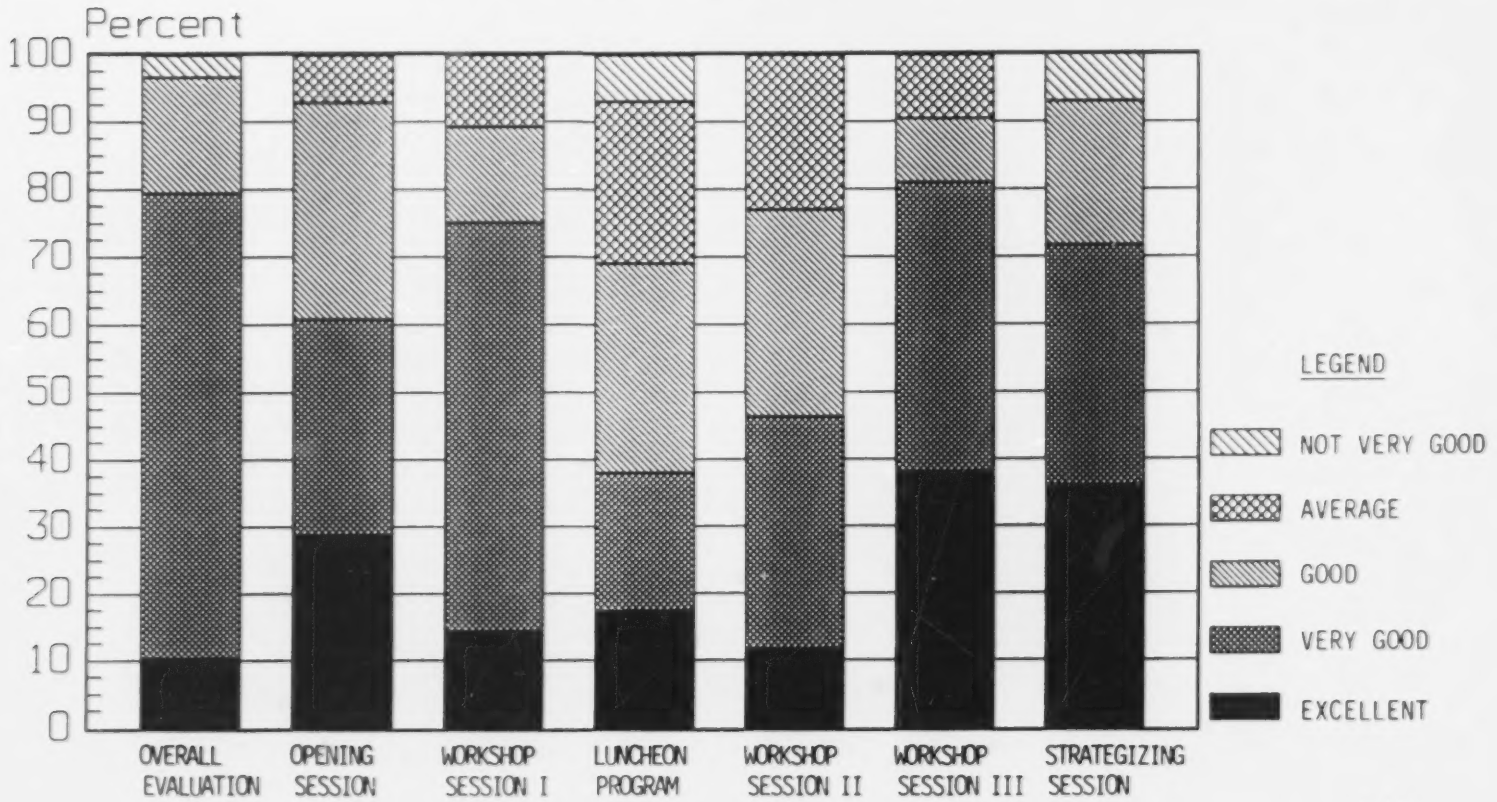
None of the participants felt that the workshops were "not very good". Workshop III was rated "excellent" and "very good" by more than three-quarters of its participants (38% and 42.8% respectively). Workshop Session I was rated as "excellent" and "very good" by approximately three-quarters of those responding. About half of those who participated

in Workshop Session II rated it as "excellent" and "very good" (11.5% and 34.6%, respectively), with approximately a third (30.7%) rating it as "good" and a quarter (23%) as "average".

The Strategy Session was attended by about 50% of those who attended other adult conference activities. Of these, 35.7% rated it as "excellent" and 37.5% reported it was "very good," while 21.4% thought it was "good".

An analysis of evaluation data revealed that the conference, overall, was rated as outstanding. In addition to the written evaluations, verbal feedback indicated that participants found the conference stimulating as well as informative. Figure 5 provides a graphic illustration of the assessment of specific conference events.

Figure 5
LOS ANGELES REGIONAL CONFERENCE
Conference Evaluation



SECTION IV.

Recommendations

RECOMMENDATIONS

Recommendations listed below were made during the September 27, 1989 Strategy Session. Recommendations are divided into the following major categories: NASA Partnerships, Community Services Networking, Dissemination and Media Involvement and Employment Strategies.

A. NASA INVOLVEMENT

1. Develop a partnership between NASA, the American Association for the Advancement of Science (AAAS), Howard University, and the High School Hi-Tech Project in order to replicate the program nationwide.

2. Develop NASA involvement in the High School Hi-Tech Program between Ames and Dryden as soon as possible.

3. Implement a series of youth conferences which replicate the student program of the Los Angeles Regional Conference. Beginning in fiscal year 1990, this effort should be initiated in Houston, Texas at the Johnson Space Center with additional meetings in Huntsville, Alabama and Cleveland, Ohio.

4. Utilize the NASA Space Mobile to inform students with disabilities about NASA space programs. A one year schedule should be developed for each of the major geographic areas (Northeast, Southeast, Midwest, Northwest and Southwest) in order to facilitate implementation of this program.

5. Utilize the NASA "Seed" Program including instruction packages for teachers and students to instruct students with disabilities.

6. Set up a tracking system to monitor students' participation in this conference and future conferences. (It is suggested that this activity be carried out by school districts).

7. Encourage more NASA managers to attend conferences of this nature to see and hear the problems first hand.

8. Develop Public Awareness Programs about linkages and partnership conferences that will be held in the future at NASA to ensure that local and/or national media coverage is provided to the community to educate and inform them about the issues.

B. COMMUNITY SERVICES AND NETWORKING

1. There is a need for the development of programs and facilities which provide the following services for minority students and adults with disabilities:

   - o Referral and community orientation services,
   - o Transition from school to work,
   - o Dissemination of multilingual program information,
   - o The implementation of short courses and training workshops for consumers with disabilities and their families,

2. Since the Church is a vital resource in minority communities there is a need for educational and rehabilitation agencies "in both the public and private sector" to develop ongoing partnerships and linkages with this source of support. The following types of activities may be implemented as a result of this cooperation:

   - o Tutorial programs,
   - o Sensitivity training sessions for clergy and parishioners which include information about barrier-free environments and the capabilities of persons with disabilities,

3. There is a need for the involvement and participation of role models and mentors to encourage and motivate minority youth with disabilities.

4. There is a need to develop networking systems among minority persons with disabilities and their families.

5. There is a need for more attention to be given to minority persons with invisible disabilities and to those who live in isolated settings.

6. There is a need to address the unique needs of immigrants with disabilities. For example:

   - o Employers should be made aware of the cultural differences of these individuals,
   - o Resources such as local organizations, mayor's committees, and the media should be used to publicize this information.

C. DISSEMINATION AND MEDIA INVOLVEMENT

1. There is a need for the media to project more realistic and positive images of persons with disabilities. They may be influenced by activities such as letter writing campaigns. The media may also be used to inform the public of legislative needs.

2. Programs which focus on the needs of minority persons with disabilities such as the Chicano-Latino Youth Leadership and the Fiesta Educativa should be given more publicity so that these models may be replicated in other communities.

D. EMPLOYMENT STRATEGIES

1. There is a need to begin working early with minority students with disabilities in order to develop positive self-concepts, to provide direction and to influence career choices. These young people need to be motivated with regard to their potential and future employment opportunities. Thus, it is essential to target elementary and junior high schools in the implementation of career orientation activities which prepare students for "Workforce 2000" jobs which will exist in the mid 1990's and the early 21st century.

2. Since minority persons generally live in the least accessible areas of the community, there is a need to increase the number of barrier-free facilities, i.e., "apartment buildings, stores, community service agencies, schools, churches, etc.," in these geographic areas.

3. It is suggested that the President's Committee on Employment of People with Disabilities disseminate information to employers which includes new technology, legislation and other current developments.

4. In addition to employing persons with disabilities, employers should provide opportunities for training which facilitates their career development and promotion.

5. Computers should be made an integral part of the training of persons with disabilities.

6. There is a need for employer training programs which provide the following types of information:

   - The cost effective benefits of employing persons with disabilities,
   - Ways in which the work environment may be adjusted to accommodate employees with disabilities,

   Such training programs should be marketed and tailored to appeal to specific corporations, agencies and employment opportunities.

SECTION V.

Photographic Highlights of the Conference

PHOTOGRAPHIC HIGHLIGHTS OF THE LOS ANGELES REGIONAL CONFERENCE

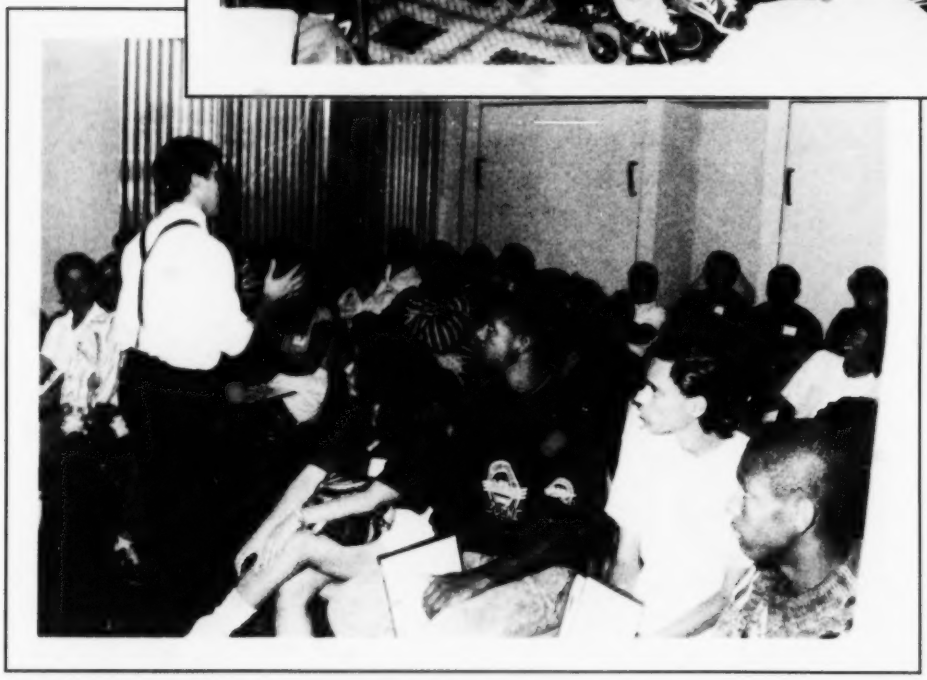
Bill Denby and Kim Turner

Photos by Chuck Kassis
California Governor's Committee for
Employment of Disabled Persons

at podium: Virginia Stern

Student Workshop—group photo

Student Workshop—group photo

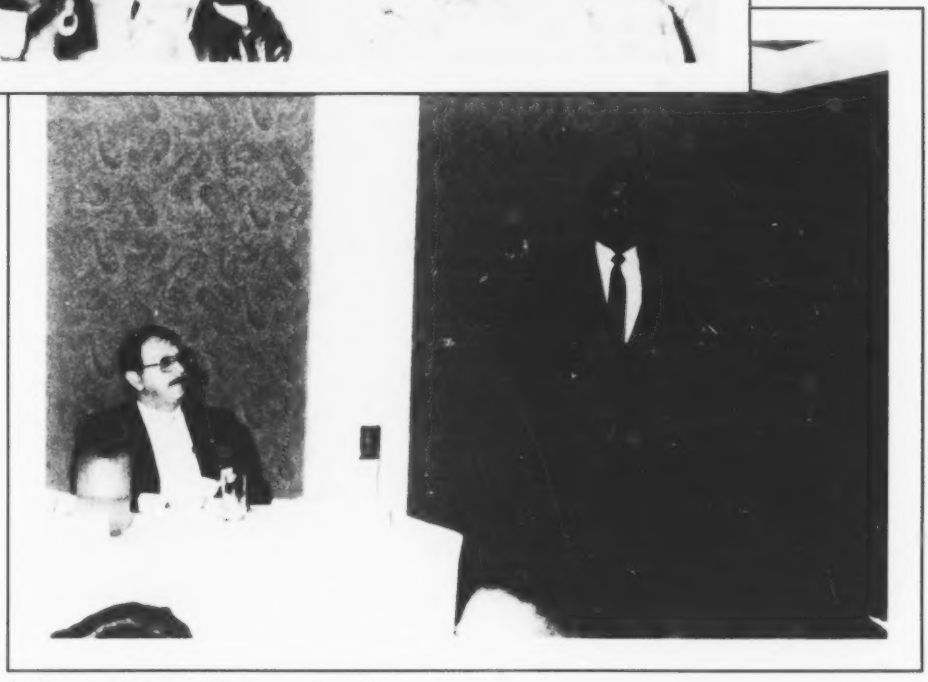


Student Workshop—group photo

Student Workshop—group photo

from left to right: Robert Sifuentes, Sally Cuaresma, Alan Woo and Melinda Wilson

from left to right: Dr. Sylvia Walker, Jay Rochlin and Catherine Kelly Baird



left to right: Alfonso Ludi and Bill Denby

at head table: Catherine Kelly Baird
at podium: Jay Rochlin

from left to right: Alfonso Ludi,
Lynda Sampson, and Dr. Sylvia Walker

from left to right: (head table) Judy Kass, Lynda Sampson, Virginia Stern, Bill Denby, Catherine Kelly Baird, Alfonso Ludi and Dr. Sylvia Walker

Appendix.

Los Angeles Task Force

APPENDIX

LOS ANGELES MULTICULTURAL DISABILITY TASK FORCE DIRECTORY

ASIAN REHABILITATION SERVICES
601 South San Pedro Street
Los Angeles, CA 90014
(213) 623-2313
Contact: Alan Woo
Executive Director

CALIFORNIA STATE UNIVERSITY, LOS ANGELES
Department of Psychology
5151 State University Drive
Los Angeles, CA 90032
(213) 343-2250
Contact: Lisa Wong

CALIFORNIA STATE UNIVERSITY, LOS ANGELES
Department of Psychology
5151 State University Drive
Los Angeles, CA 90032
(213) 343-2250
Contact: Jean La Cour, Dr. P.H.
Associate Professor

CENTER FOR COMMUNICATIVE DEVELOPMENT, INC.
2550 Beverly Blvd., Suite 200
Los Angeles, CA 90057
(213) 483-0943
Contact: Etienne Harvey
Assistant Director

DEPARTMENT OF REHABILITATION
2510 W. 237th Street, Suite 106
Torrance, CA 90505
(213) 539-0136
Contact: Ed Kurata
Regional Programs Manager

DEPARTMENT OF REHABILITATION
2510 W. 237th Street, Suite 106
Torrance, CA 90505
(213) 539-0136
Contact: Melinda Wilson
Assistant Deputy Director

DEPARTMENT OF REHABILITATION
150 S. Los Robles Avenue, Suite 750
Pasadena, CA 91101
(818) 304-8300
Contact: Manny Enriquez
District Administrator

DEVELOPMENTAL DISABILITY AREA BOARD X
1300 West Olympic Blvd., Suite 300
Los Angeles, CA 90015
(213) 736-3402
Contact: Melody L. D. Goodman
Community Program Specialist

GREATER LOS ANGELES COUNCIL ON DEAFNESS, INC.
616 S. Westmoreland Avenue
Los Angeles, CA 90005
(213) 383-2220
Contact: Leo Mouton

LONG BEACH NAVAL STATION
Building #398, Code 11
Long Beach, CA 90822
(213) 547-8106
Contact: Ralph Mays
Human Resource Coordinator

LOS ANGELES COUNTY MENTAL HEALTH
2415 W. 6th Street
Los Angeles, CA 90057
(213) 738-4635
Contact: Barbara Wallace
Training Coordinator

LOS ANGELES UNIFIED SCHOOL DISTRICT, ADULT EDUCATION
1320 West Third Street, Room 90017
Los Angeles, CA 90017
(213) 625-4141
Contact: Terry Wetzel
Advisor

MENTAL HEALTH ASSOCIATION, LOS ANGELES COUNTY
Oasis House
1010 W. 48th Street
Los Angeles, CA 90037
(213) 751-2677
Contact: Jo Carolyn Dent
Regional Director

OFFICE FOR THE DISABLED, MAYOR'S OFFICE
200 N. Spring Street, Room 2100
Los Angeles, CA 90012
(213) 485-6334
Contact: Betty Wilson
Director

SOUTH CENTRAL LOS ANGELES REGIONAL CENTER
2160 West Adams Blvd.
Los Angeles, CA 90018
(213) 730-2211
Contact: Dexter Henderson
Executive Director

SOUTHERN CALIFORNIA INDIAN CENTER, INC.
1125 W. 6th Street, #101
Los Angeles, CA 90017
Contact: Bill Givens
Pre-Employment Instructor

WESTSIDE CENTER FOR INDEPENDENT LIVING, INC.
12655 W. Washington Blvd., Suite 101
Los Angeles, CA 90066
(213) 390-3406
Contact: Jackie Tabum

WESTSIDE CENTER FOR INDEPENDENT LIVING, INC.
12655 W. Washington Blvd., Suite 101
Los Angeles, CA 90066
(213) 390-3406
Contact: Laura Schultz
Project Director

Printed by

EMPLOYMENT DEVELOPMENT DEPARTMENT

HEALTH AND WELFARE AGENCY

Clifford L. Allenby
Secretary

STATE OF CALIFORNIA

George Deukmejian
Governor